



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Alison Hutchins

Lesson #: 4

Facet: Empathy

Grade Level: 9-10

Numbers of Days: 2

Topic: English

PART I:

Objectives

Student will understand that

Students will know the elements of characterization, and how they can be implemented to more deeply understand the characters in Romeo and Juliet.

Student will know

Students will know the elements of characterization, and how they can be implemented to more deeply understand the characters in Romeo and Juliet.

(See content notes below)

Student will be able to do

Students will be able to express an understanding of the characterization in Romeo and Juliet.

Product: iTunes playlist.

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Rationale: We will be going more in depth about on the subject of characterization, and will be looking carefully at the characters and character relationships to discover how they effect the story.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will be taking part in an "every pupil response" activity, where they will be given two colored index cards, each color corresponding with yes or no answer, and they will respond to my questions regarding the covered material this way.

Section II – timely feedback for products (self, peer, teacher)

Students will be given a checklist to self assess their character playlists, students will be paired into buddies to peer assess their playlist, also using the checklist. **(Revise/Refine)** I will use the same checklist to assess their playlists, giving them specific notes on how to improve. **(Revise/Refine)**.

Summative (Assessment of Learning):

iTunes playlist: Students will be choosing a song in class that relates to Romeo and Juliet's relationship. For homework they will be making playlists of three to five songs mirroring any relationship they choose, accompanied by a album jacket the describes their thinking behind choosing these songs.

Integration

Technology:

Students will be using itunes (or another music player) to create playlists about a pair of characters' relationship. They will also use technology to create an album jacket.

Content Areas:

Music: Students will be listening closely to music in order to choose the perfect song.

Art: Students will need to utilize their artistic abilities and creativity in order to create an aesthetically pleasing album jacket.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will be using word webs to discuss Romeo and Juliet, they will use the outside bubbles to list and explain their elements of characterization.

Section II – Groups and Roles for Product

Students will get into groups to discuss their playlists and jackets.

Differentiated Instruction

MI Strategies

(Verbal): Class discussion about the student generated word (trait) clouds for different characters would allow the verbally-inclined to talk through the ideas in question.

(Visual): The word webs would be used to describe the traits of different important characters, visual student would benefit to seeing the traits mapped out that way.

(Musical): The assignment related to the lesson requires students to take what they know about the characters and make them personal music playlists, musically inclined students would fair very well here.

(Logical): Student's will be breaking down the characters' personalities and placing them into a graphic organizer, this will help logical students understand the methodology behind the actions of that character.

(Interpersonal): The class discussion will allow students to ask questions of each other and myself, and further explore the questions this way.

(Intrapersonal): The student's will complete a number of word webs on their own before talking about them with the class.

Rationale:

This lesson incorporates all of the MI's. The technology becomes type two by the students requirement to incorporate and create visual media, and to collaborate on their product.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

The notes from the lesson will be available in the class wiki, the worksheets and handouts will be available in the back of the room.

Extensions**Type II technology:**

Students will use itunes to put together a playlist of songs, they will then use an art application to create an album jacket.

Gifted Students:

Gifted students will have the option to choose harder subjects, on which there is significantly less information that needs to be stretched over a whole article, or a significantly more that needs to be synthesized.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Graphic Organizer

iTunes

Sample album jackets

http://www.ck12.org/info_8263504_5-methods-characterization.html

PART II:**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)****Day One:**

- *Hook:* A song will be played that describes Romeo and Juliet's relationship. We will then discussing how the song relates, or does not relate as a class. *(10 minutes)*
- *Graphic organizer and class discussion:* Students will be using the word webs to discuss Romeo and Juliet's relationship. *(20 minutes)*
- *Group work:* Students will broken into groups of three to discuss their song, writing out explanations together to prepare for that night's assignment. *(20 minutes)*
- *Class list:* Students will share their song to create a class list. *(15 minutes)*
- *Exit ticket:* Students will participate in an every-pupil-response. *(15 minutes)*

(Create an outline. -- Day 1: 80 minutes. How many minutes will it take to do each piece? script the day)

Room arrangement:

The room will be arranged into sets of three desks.

Students will understand that the use of characterization is integral to the meaning of the story, and the relationships in the piece. Understanding characters and their motivations give students a much richer understanding of the story. The hook, listening to this song, will give students the opportunity to start thinking about characterization at work, and how that affects their relationships and the plot of the play.

Where, Why, What, Hook MI Tailor's: Interpersonal, musical, verbal.

Students will be using the word web chart to map out the characterizations for Romeo and Juliet. They will be asked to think about what we know about the characters thus far, to think about them complexly,

and to write short but effect justifications using quotes from the play for their characteristics. They will use cooperative learning to discuss their first songs, and do a sort of dry run for their homework project.
Equip, Explore, Rethink, and MI Tailor's: Interpersonal, intrapersonal, verbal, musical.

Students will be choosing songs on their own before sharing them with their two other group members, they will then work together to write descriptions of the song and why it works to relate it to that relationship. They will get into the same groups during the next class to discuss their full playlist. This discussion will allow them to explore the varied thoughts regarding the the relationship of the two main characters.

Explore, Experience, Rethink, Revise, Refine, and MI Tailor's: Verbal, Logical, musical, Interpersonal, Intrapersonal.

Students will be assessed for their work within the groups by what I see. Students will be given a checklist to self assess their character playlists, students will be paired into buddies to peer assess their playlist, also using the checklist. I will use the same checklist to assess their playlists, giving them specific notes on how to improve.

Evaluate, Tailors: Intrapersonal, interpersonal, musical, logical.

Content Notes

Students will know.....

The elements of characterization.

What is said about the character (directly or indirectly)?

What does the character say about themselves?

What are the characters actions?

What does the character say they'll do?

How does this character interact with other characters?

Handouts

Word web.

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Clipboard students will have the opportunity to work through the careful processes of characterization.

Microscope: The microscope student will enjoy being able to really analyze the characters and how they develop.

Puppy: The puppy student will be able to discuss their ideas and creative thoughts in comfortable groups.

Beach Ball: Students will be able to choose whatever type of songs and cover designs that they'd like .

Rationale: The group work and assignment itself will provide opportunities for all of these learning styles to become engaged. The different aspects of it will give them all opportunities to feel comfortable and excited with what they are learning about the play's characters.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative:

Students will create their word webs and their first song to begin to show me how they understand characterization.

Summative:

iTunes playlist: Students will create playlists of 5 to 10 songs describing the characters they've chosen, and their relationship. They will make an accompanying album jacket that describes their reasoning behind their choices.

Rationale: These assessments will both provide students ways to explore the learning, and watch themselves progress. It will also give me ways to check their understanding of the material and give them help with what they do not understand and ways to improve.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: Students will begin to understand how characterization works, and be able to see how it is at work in the piece, and how it thus effects the entire piece.

MLR or CCSS:

Common Core State Standards

Content Area: English

Grade Level: Grade 9-10

Domain: Reading - Literature

Cluster: Key Ideas and Details

Standard #3: Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.

Facet: Interpretation

Rationale: Students will be interpreting how the characters function, interact, and effect the play.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Type II Technology: Students will use itunes to put together a playlist of songs, they will then use an art application to create an album jacket.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

a. Promote, support, and model creative and innovative thinking and inventiveness

- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students will have to be very creative in their thinking while choosing songs, and putting together the playlist.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: This is a way for *Romeo and Juliet* to become more relevant to the students, they use their technology to really explore the characters and bring them to life through the playlist that they make.